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ABSTRACT

Energy education units (consisting of a general teacher's guide and nine units containing a wide variety of energy lessons, resources, learning aids, and bibliography) were developed for the Indiana Energy Education Program from existing energy education materials. The units were designed to serve as an entire curriculum, resource document, supplementary materials, or as a laboratory manual of "hands-on" activities which could be infused into existing grades 9-12 curricula. Unit IX, focusing on energy conservation and the law, consists of an introduction (rationale, unit objectives, and general background information), two lessons, bibliography, and teacher evaluation form. Both lessons include titles, objectives, background information, activities, evaluation techniques, and resources. In the first lesson (How a Bill Becomes Law) students identify major factors influencing passage and/or modifications of legislation, demonstrate an understanding of the lawmaking process, and evaluate a law as an example of a good law. In the second lesson (Does the 55 MPH Speed Limit Save Lives?) students develop competency in gathering data and testing a hypothesis. (Author/JN)

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LESSONS from An Energy Curriculum for the Senior High Grades

Unit IX — Energy Conservation and the Law

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Lt. Governor John M. Mutz, Director
Indiana Department of Public Instruction
Harold H. Negley, Superintendent

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LESSONS FROM AN ENERGY CURRICULUM

FOR THE SENIOR HIGH GRADES

UNIT IX

ENERGY CONSERVATION AND THE LAW

Division of Energy Policy
Indiana Department of Commerce
Lt. Governor John M. Mutz, Director

Division of Curriculum
Indiana Department of Public Instruction
Harold H. Negley, Superintendent

January 1982

FOREWORD

Indiana educators have always responded to the demands placed upon them by society to resolve natural and human resource issues and problems. The task of teaching energy concepts and conservation practices to Indiana's youth is a response to energy problems facing our state and nation. It will be accomplished by many high school teachers and students getting involved in energy education.

We feel that students of all ages must be taught an energy conservation ethic. This ethic will enable each student to use Indiana's and America's energy resources more efficiently and with less waste. To help high school teachers accomplish this major goal, we are pleased to introduce a new Senior High School Energy Education Curriculum. This exciting and innovative program contains energy education activities, programs, and resources for you and your students.

We encourage you and your students to get involved in the lessons presented here. We hope you will use these materials as a starting point and go far beyond by involving other classroom teachers, students, resource agencies and citizens in your community. A broad educational effort is needed to help prepare students to deal with this growing issue which affects us all.

Harold H. Negley
State Superintendent of
Public Instruction

John M. Mutz
Lieutenant Governor
State of Indiana

ACKNOWLEDGEMENTS

The Energy Education Curriculum Project is coordinated by the Indiana Department of Public Instruction, Division of Curriculum, with the support and assistance of the Indiana Department of Commerce Division of Energy Policy, Clarence Broadus, Director.

These materials, from the senior high grades segment of the Energy Education Curriculum Project (EECP), were adopted from existing national energy education programs. The materials were selected by the EECP staff with assistance and direction from a Review Panel and the Energy Education Steering Committee.

The materials included in this unit of the senior high segment of the Energy Education Curriculum Project (EECP) were adapted with permission from: How a Bill Becomes a Law to Conserve Energy, developed by the National Science Teachers Association under DOE contract #EX-76-C-10-3841.

George Cannon, Patricia Shutt and Joe Wright, Energy Education Consultants, Division of Curriculum, supervised the design, printing and dissemination of the EECP senior high school materials. Carol Wood, Teacher Associate, Division of Curriculum, assisted with the design, printing and dissemination of the EECP senior high school materials.

Members of the Senior High Energy Education Steering Committee are John A. Harrold, Director of the Division of Curriculum; Darrell Morken, Director of the Division of Traffic Safety; Gary Geswein, Vocational Agriculture Consultant; Jerry Colglazier, Science Consultant, Joyce Konzelman, Home Economics Consultant; Jane Lowrie, Social Studies Consultant; Victor Smith, Research and Evaluation Coordinator, and Gregg Steele, Industrial Arts Consultant.

Clarence Broadus and Michael Hennegan, Division of Energy Policy, offered suggestions and comments which helped to improve the materials.

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Unit IX

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INTRODUCTION
(Rationale)

ENERGY EDUCATION- WHAT IT IS - Past, Present, Future

Energy education is the attempt to resolve the conflict between our present life style and the energy costs in both dollars and resources to produce and maintain that life style.

Energy education is reality education in that it deals with what exists here and now.

But, energy education is also a study of futuristics. The future that all of us must be willing to live in and accept is the one that we are creating by our daily decisions. We must examine the beliefs that "growth is good" and "bigger is better" and determine the impact these beliefs will have on our future.

Energy educators interested in the challenge to teach students about local, state, national and global energy resources, problems and issues should consider the following questions:

1. Can you help prepare your students to make wise and careful decisions about our remaining non-renewable energy resources?

2. Can you help prepare them to investigate and make wise decisions about research and development efforts for alternate and renewable resources, recycling programs, more efficient transportation systems, better personal consumption habits, and a personal commitment to efficient energy usage?

3. Can you explain to your classes where energy comes from, what the basic sources of energy are, how long our non-renewable energy resources will last, and the energy options among which our nation's people must choose if we are to survive?

The three questions above suggest that energy education is a challenge which encompasses all facets of living. Energy education is an opportunity for students to have impact on a long-lived problem, an opportunity to apply traditional content and skills to an important problem situation, and an opportunity for students to participate in personal and social decisions.

WHY STUDY ENERGY?

"One of the best ways to deal with a crisis is to consider it as an opportunity. From this point of view, the energy crisis provides almost endless possibilities for children to learn about themselves." Energy, after all, is what makes all things go. We need to realize that the energy crisis isn't just the

newest fad. By studying the energy crisis, students can see where humanity has been, where it is now, and where it might be going. The energy crisis is another chapter in the story of mankind's continuing effort to reshape the world and the inevitable cost of doing that."[1]

To insure proper utilization of energy sources, our society must be educated about alternate lifestyles, energy resources, technology, consumer behavior and occupations.

The Indiana Department of Public Instruction, in cooperation with the Department of Commerce, Division of Energy Policy, has organized the Energy Education Curriculum Project (EECP) to meet the challenge of educating young people (our future adults) about energy, the energy crisis and the role they can play to help conserve America's economy and resources.

One way the Energy Education Curriculum Project staff has dealt with the task of disseminating energy information and education, is through the Indiana Energy Curriculum Units. The units have been organized to help provide educators in many areas with lessons, charts, materials and "hands-on" activities to be used in the classroom.

[1] Quote taken from: The Science Teacher -- September 1978.
Article: "Teaching the Energy Lesson"
Author: David J. Kuhn

The Curriculum Background Information

The Energy Education Units were adopted from existing national energy education materials. The EECP staff utilized these activities and resources and adapted them for Indiana's energy education program. A team of teachers reviewed and evaluated these energy materials and only those activities or lessons which proved to be most effective were chosen.

The units are designed to be used as the individual teacher wishes. The energy units could be used as the entire curriculum or as a resource document, supplement or laboratory manual of "hands-on" activities which can be infused into already existing curricula.

The Indiana Energy education material for grades (9-12) consists of a Teacher Guide, nine (9) units containing a wide variety of energy lessons, resources, learning aids and a bibliography.

Unit Objective

Energy not only relates to existing resources past and present, but also to increased demands on the future! In dealing with the energy crisis, laws mandated by government have been established to help control the supply versus demand concept.

Upon completion of this unit the student will become familiar with the litigation aspect of energy and what is being done in this country to help combat the energy crisis.

Unit IX

Energy Conservation and the Law

Lessons A-B

Background Information

HOW A BILL BECOMES A LAW TO CONSERVE ENERGY

A CASE STUDY OF HOW A BILL BECOMES A LAW

The fact that cars use more fuel per mile at high speeds than when they are driven slowly is accepted by most people. This does not mean that everyone understands why (or that everyone drives slowly). That lower speeds not only save money and energy, but can also save lives, protect the environment, and reduce wear and tear on the car itself is often overlooked and seldom understood. The description of all these savings and the basic facts behind them make up the content of the lessons in this packet.

The primary goal of these instructional materials for secondary school students is to integrate facts and concepts of energy-environment-economics into the study of the process of making and applying a law. We have chosen the controversial 55 MPH speed limit because it involves both petroleum, our number one energy source, and the law, our number one way of dealing with a crisis.

Activities on the legislative process designed to fit into traditional segments of instruction in courses in U.S. history, government or civics are included. Activities containing learning exercises on constructing and interpreting graphs and tables are suitable for science or mathematics courses.

The activities included in the lessons, are intended to encourage interdisciplinary teaching. Ideally, we would like to see science teachers and social studies teachers either team up or correlate the teaching of these lessons in their classes. It is not necessary, however, that they be taught in this way. Each lesson is designed to be complete and independent and can be used separately in appropriate classes.

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LESSON TITLE: How A Bill Becomes A Law

LESSON OBJECTIVE

At the completion of this lesson, students should be able to:

1. identify the major factors that influence the passage and/or modifications of legislation.

2. demonstrate an understanding of the lawmaking process.

3. evaluate a law as an example of good law.

BACKGROUND INFORMATION

This lesson develops the students' understanding of how our laws are made. It focuses on how the idea of a 55 MPH national speed limit became a law to give students a concrete example of the steps involved in any piece of legislation. Students studying the institution of government, such as: eighth grade history, civics, current issues courses, or Problems of Democracy will find this lesson worthwhile.

Introduce the Lawmaking process by asking some motivational questions to perk up some interest. One way to begin is to ask:

1. What is the difference between a bill and a law?

   A bill is a proposed law. Any member of either house of Congress may introduce a bill. A law is the final step in the law-making process.

2. Can you name some laws that affect you?

   Students should be able to name some broad categories of laws that affect their daily lives. Laws concerning: Education, child labor, regulation of businesses, immigration and passport laws, laws to raise money from taxes on liquor, gasoline, income, highways, etc.

Note: As the students suggest many of the laws that affect them directly, you might help them distinguish between federal powers, state powers, and concurrent or shared powers. Unless a power is forbidden to the states by the Constitution, state governments may exercise that power. A good example of concurrent power is the power of taxation. Both the federal government and the state government have the power to tax. Powers are exerted through laws.

3. Do you know of any bills being considered by Congress this year?

   Students can probably think of many such proposed laws: civil rights, health and welfare, tax bills, space research, foreign aid, veteran's benefits, national defense - these and many more will come to mind.

4. Do all bills become laws?

   Each year the Senate and the House of Representatives consider thousands of bills. Every bill must be passed in identical form by both houses of Congress before it is signed by the President and becomes a law. A few hundred bills survive the slow, (some say a glacier moves faster than Congress) deliberative process. You may want to point out that perhaps this slowness is good. If every one of the some 18,000 bills considered each year became a law, we would be the most law ridden society on earth.

5. Where do the ideas for bills come from?

   Ideas for bills come from five main sources:

   1. Any American citizen.
   2. Organized groups, such as labor or veteran organizations.
   3. Committees of Congress, especially arising out of investigative committees.
   4. Members of Congress. Congressman often become experts in certain fields, such as agriculture, mining, urban housing, among others.
   5. President of the United States. Many ideas come from the President's State of the Union address he makes each year before the two houses of Congress. In this speech, the President recommends the laws he believes are needed to improve our nation's wellbeing. Many of these ideas are soon introduced as bills by members of Congress.

ACTIVITIES

This section focuses on the case study of the 55 MPH Speed Limit bill to show the lawmaking procedures. The procedures, of course, are in keeping with the Constitution. Each bill must go through certain steps.

Have students write out the answers to the questions. Later, you may want to discuss the responses in class.

Answers to
Students Questions

A. What is the work of the committee members at a hearing?

Each committee studies and discusses as many bills as it can. Each house has a number of regular, or standing, committees. From time to time both houses add more committees.

When committee members have made up their minds about a bill they write a report. The bill, with the committee's reports, favorable or unfavorable, is then sent back to wherever it started. It is placed on the calendar and scheduled for consideration by the entire chamber.

B. What may have been some of the reasons for inviting the following groups to appear at the hearing on the speed limit?
   a. the Trucking Associations?
   b. the Department of Transportation?
   c. interested citizens?

At hearings, individual citizens or groups can appear to give their views. These witnesses testify for and against the bill. These witnesses help to give the committee members the information they need in order to recommend that the bill be accepted, rejected, or perhaps changed.

In the case of HR 11372, the representatives of the Trucking Industry pointed out that the slow down speed would single them out, for they would lose money in haul time and in the dollars they would have to pay for gasoline, because trucks operate more efficiently at speeds higher than 50 MPH. (This would be a good time to ask students to investigate these claims of the truckers.)

On the other hand, supporters of the bill - interested citizens and the Department of Transportation - pointed out that the slower speeds would save money, lives, energy, and the car itself.

C. How does the federal government plan to punish any state that falls behind in enforcing the speed limit law?

The federal government will insist on the compliance from the states by withholding federal highway construction funds from states that do not enforce the lower speed limit. (Students might like to discuss whether they think this smacks of blackmail or is simply doing the unpleasant, though necessary, thing.)

D. When do the three readings of the bill occur?

The first reading occurs when the Speaker of the House (or, if the bill originated in the Senate, then the President of the Senate) reads the title of the bill to the House before sending it to the appropriate committee. The second reading occurs after the bill has been debated. The third reading is usually by title only, occuring before the vote is taken.

E. What is meant by "the bill was placed on the calendar?"

The calendar is the schedule that lists the order in which the bills are to be considered. Of course, in a real emergency, a bill can be moved up on the calendar and early action taken. HR 11372 was moved up. The energy crisis had become more and more visible.

F. What is a rider?

A rider is a provision that is attached to an important bill, thus hitchhiking or riding through on the strength of the more important bill.

G. Sometimes in signing a bill the President uses many pens which are given to supporters of the bill. Can you list some of the persons who might be given a pen for P.L. 93-239?

Persons most interested in getting a particular bill passed often are invited to witness the signing of the bill into law. Souvenir pens for P.L. 93-239 probably went to Representatives, Senators, representatives from the Department of Transportation, and others.

H. Follow HR 11272 through all the steps on flowchart of "How A Bill Becomes A Law" which is included at the end of this packet. How long do you think each step might have taken?

Students may need to see the chronology of the bill on the last page of this section. The bill took one and a half months, a remarkably short time.

I. How easy is it for a bill to become a law?

Congress has been called the great deliberative body. This bill, unlike most, sped through the process. The long and involved process of making laws may be slow. However it prevents hasty legislation while providing a way for the government to pass laws needed to assure the well-being of all Americans.

J. How do the two laws differ? List the differences between P.L. 93-239 and P.L. 93-643 after looking over the provisions of each on the next page.

The main difference lies with the fact that P.L. 93-239 was a temporary measure. It was to cease as law on or after the date on which the President declared there was not a fuel shortage. Or end after June 20, 1975, whichever came first.

K. Explain the kind of coding system the government uses to help keep track of laws. What do the following numbers mean?

a. 93?
93 refers to the 93rd Congress. A Congress is comprised of two legislative sessions, or two years.

b. 239?
239 reflects the number of laws passed in a year. There have been 239 laws. The next will be numbered 240, and so on.

c. 643?
643 is the number of laws passed in the second session of the 93rd Congress. Next law will be numbered 93-644, and so on.

L. Describe the work of a conference committee.

A conference committee is made up of an equal number of Senators and Representatives. It meets to try to reach an agreement on a bill. An agreement will probably involve a compromise. Usually both houses approve the work of their conference committee and pass the bill.

After the students have finished the case study questions, you might ask if they think the 55 MPH Speed Limit is a good law. Why or why not? What further information would you need to help you decide?

RESOURCES:

How A Bill Becomes a Law to Conserve Energy, developed by the National Science Teachers Association under DOE contract #EX-76-C-10-3841. Available from the U.S. Department of Energy, Technical Information Center, P.O. Box 62, Oak Ridge, TN 37830.

Here Is Your Indiana Government, published by the Indiana State Chamber of Commerce, 1 North Capitol, Indianapolis, IN 46204. (Teachers who wish to expand this lesson to include how a bill becomes a law in Indiana may use information in this booklet.)

Chronology

The 55 MPH National Maximum Speed Limit Law

1973

May	Oil shortage first felt in U.S.
June 29	President asks states to reduce speed limits.
October	Mid East oil embargo begins.
November 7	President orders 50 MPH limit for all federal vehicles.
November 8	Rep. Howard introduces H.R. 11372.
November 27	House Subcommittee on Transportation of the Public Works Committee holds hearings.
December 3	House passes H.R. 11372.
December 11	Senate Subcommittee on Transportation of the Public Works Committee holds hearings.
December 14	Senate passes an amended version of H.R. 11372.
December 21	House and Senate pass a compromise version of H.R. 11372.
December 22	H.R. 11372 signed by the Speaker of the House and the President of the Senate.

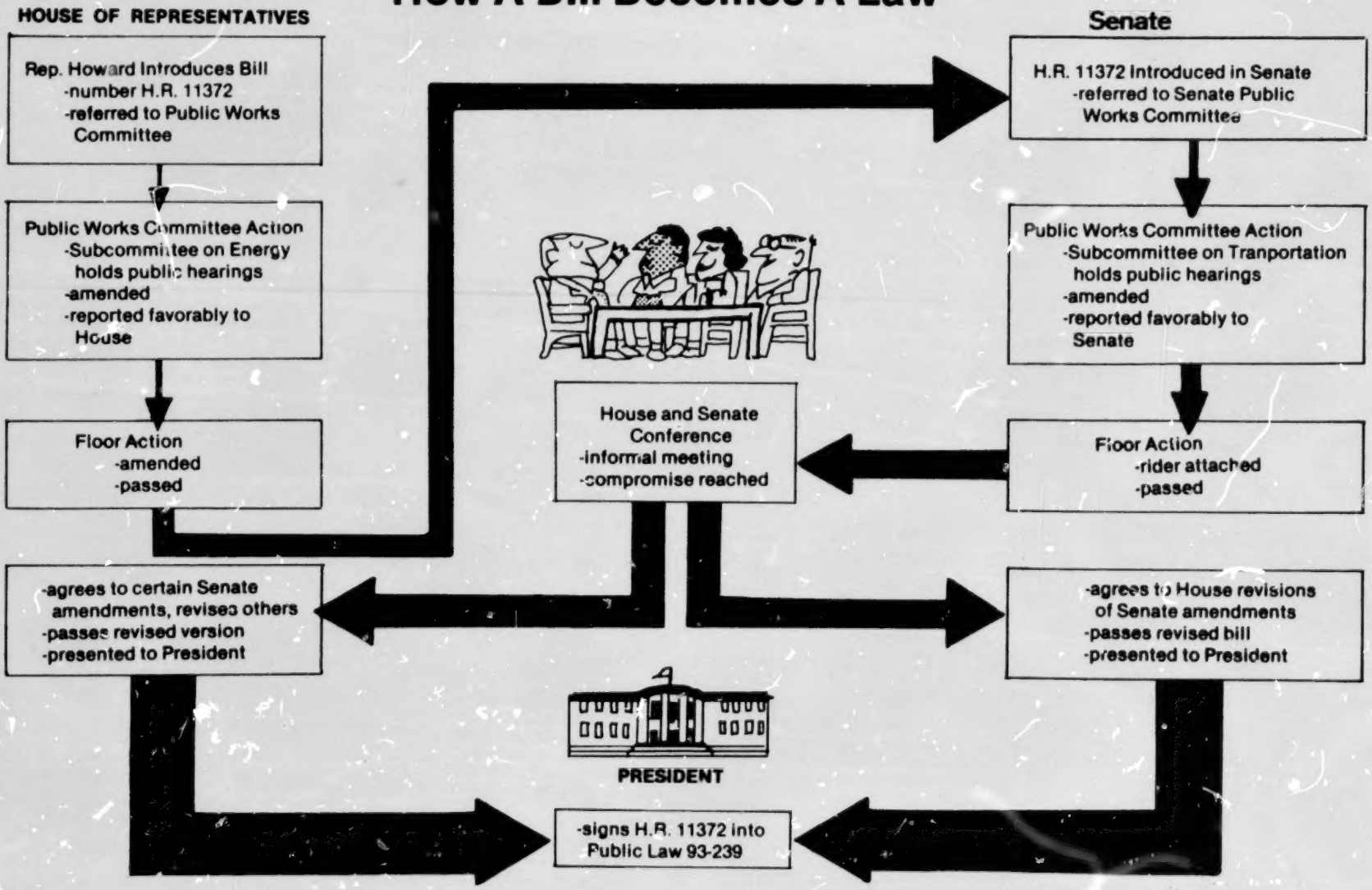
1974

January 2	H.R. 11372 signed by President and becomes P.L. 93-239.
March 3	55 MPH speed limit in effect in all 50 states.
June 30	Senator Percy introduces S. 3556 to make 55 MPH limit permanent.
September 11	Senate passes S. 3934, incorporating the permanent 55 MPH limit.
December 16	House passes different version of S. 3934.
December 17	House-Senate Conference Committee meets on S. 3934.
December 18	Compromise version of S. 3934 passes Senate and House.

1975

January 4	S. 3934 signed by President into P.L. 93-643. 55 MPH limit now permanent.

How A Bill Becomes A Law



LESSON TITLE: Does The 55 MPH Speed Limit Save Lives?

LESSON OBJECTIVE

Students should be able to develop increasing competency in gathering data and testing a hypothesis.

BACKGROUND INFORMATION

This lesson emphasizes the discovery method of learning. Through constructing and interpreting graphs and answering questions, students are led through the steps on investigating an hypothesis: The 55 MPH Speed Limit saves lives.

Defining the Terms

Breaker	the speaker wants to talk to you on channel 19
Got your ears on?	are you tuned in to channel 19?
Going to put the pedal down	preparing to travel at a fast rate
Smokey	a state trooper or policeman
Taking pictures and giving out green stamps	using radar and giving tickets or fines
What's your Ten-Twenty?	Where are you?
Ten-four	I understand
Four-roger	Okay. Yes.

1. The special feature C.B. radio conversation may be used to introduce this lesson. Read it aloud or have ditto copies available for the class to read. Discuss the rapid growth of C.B. radios. Why do people like to talk to others in this way? Why do they use a kind of code?

2. Another way in which to begin this lesson is to have a tape recording of this conversation (or a similar one). Give students a few minutes to listen to it. Then plunge at once into the subject of saving lives as a good citizen's responsibility. The motivating question might be: How

can people protect themselves from themselves? A lively debate can result, and, if properly directed, it can lead to a consideration of good safety rules for drivers.

3. A third approach to this lesson on saving lives might be through a discussion of the special terms in the C.B. conversation. This approach can lead to a direct approach into the graph constructing part of the lesson.

   Place the following question on the board: Do you think the increase in the number of people using C.B. radios has made law enforcement more difficult?

   This question refers to the fact that if people know where the police are, they tend to avoid that area or slow down. Once past the area, they speed up again. C.B. information has made law enforcement more difficult.

   Play back the C.B. Conversation, or have students re-read it. Ask: Can you think of a way the C.B. information might help save lives?

   Students can offer a variety of opinions at this time. Draw from their backgrounds examples of driving habits they have seen, such as slowing down in radar areas. Slowing down, for whatever reason, lowers the chance of fatal accidents.

ACTIVITIES

BAR GRAPH

Construct a bar graph that will show the number of vehicle miles traveled on American highways in the years 1973, 1974, 1975, using the data on the table. Put a title on your graph.

Year	Number of Vehicle Miles
1973	1,283,700 Million
1974	1,248,000 Million
1975	1,330,052 Million

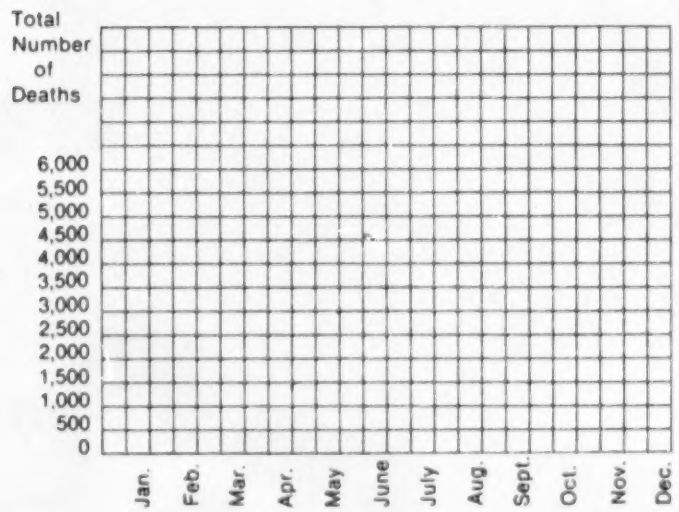
What do you think accounts for the change in miles driven in 1974?

The oil crisis brought on fuel shortages in many parts of the nation. The shortage brought on higher gasoline prices.

Graphs have the advantage of showing information quickly. Use the chart tabulations of the number of traffic deaths for 1973, 1974, and 1975 to make a line graph. The months should be shown on the horizontal line at the bottom, called the X axis; total number of deaths should show on the left, called the Y axis. Use a different colored pencil for each year.

NUMBER OF TRAFFIC FATALITIES ON U.S. HIGHWAYS

	1973	1974	1975
Jan.	3,847	2,947	3,119
Feb.	3,524	2,679	2,865
Mar.	4,355	3,191	3,399
Apr.	4,500	3,385	3,463
May	4,801	3,763	4,025
June	5,176	4,200	4,124
July	5,186	4,330	4,537
Aug.	5,241	4,597	4,434
Sept.	4,916	4,246	4,015
Oct.	5,202	4,368	4,010
Nov.	4,401	4,161	3,911
Dec.	3,911	3,850	3,754



What conclusions can you draw about the years 1974-75?

The numbers of deaths in 1974-75 are very close in range.

What conclusions can you draw when you compare the number of deaths in 1973, 1974, 1975?

There were significantly more deaths in 1972 than in the following years.

Using Both Graphs

What relationship do you see between the total number of miles driven and the number of highway deaths?

The graphs show that the miles driven increased again in 1975, but the death rate stayed down.

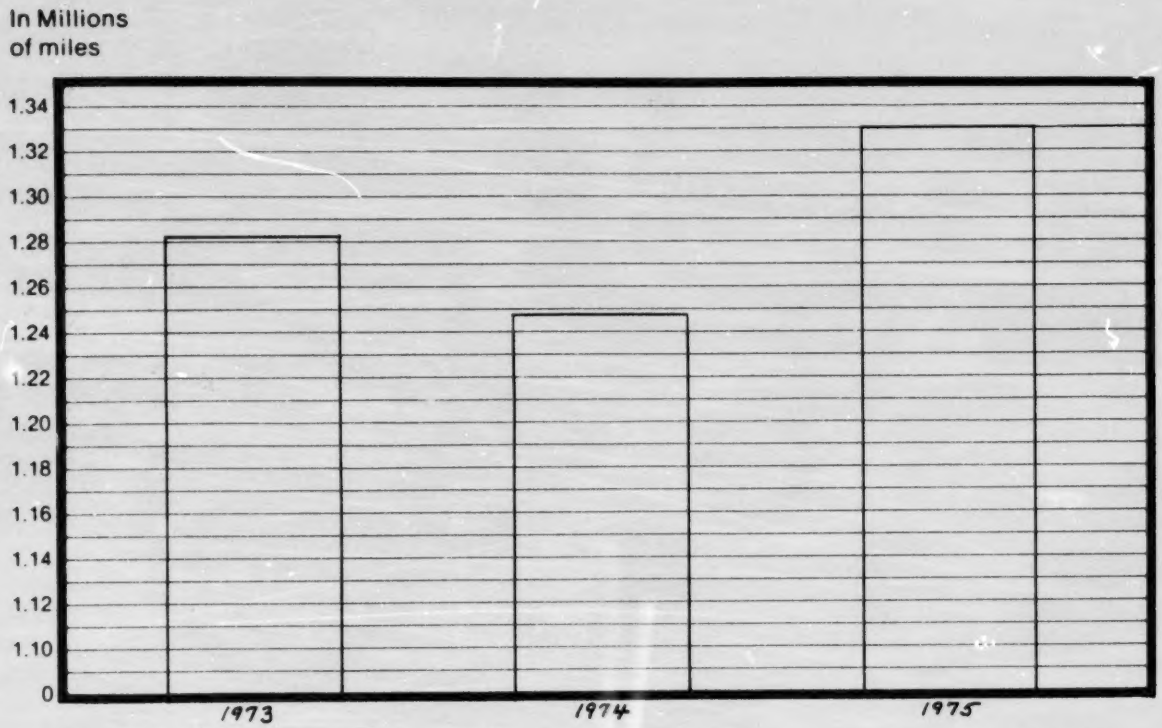
How does the information on both graphs help to support the conclusion made by the National Highway Safety Administration that "lowering the speed limit on the nation's highways saves lives?"

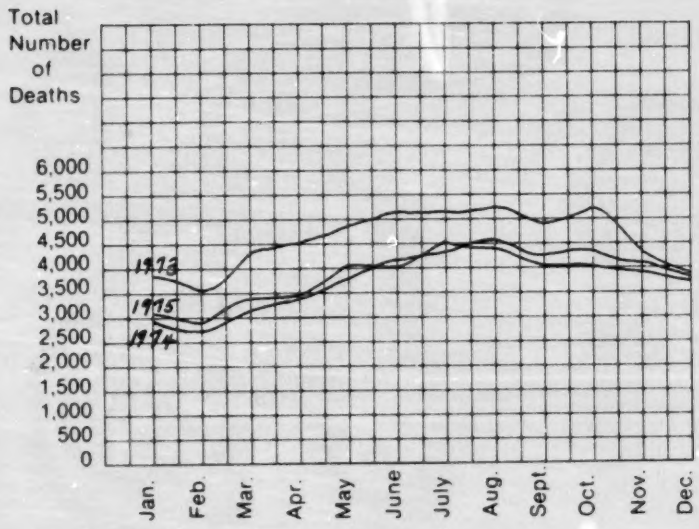
The number of traffic deaths dropped in 1974, in part, because there were fewer miles driven. The graphs show that the miles driven increased again in 1975, but the death rate stayed down. This must have been caused by the lowered speed limit.

RESOURCES:

How a Bill Becomes a Law to Conserve Energy, developed by the National Science Teachers Association under DOE contract #ES-76-C-10-3841. Available from U.S. Department of Energy, Technical Information Center, P.O. Box 62, Oak Ridge, TN 37830.

LESSON B graphs,
for teacher's use.





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The Minnesota Trial Test Materials, Minnesota Department of Education, 625 Capital Square Building, St. Paul, Minnesota 55101 Mr. Tom Ryerson - Director of Program

Energy Management Strategies for Colorado Home Economics Teachers, developed by the Colorado State Board of Community Colleges and Occupational Education, by the Public Service Company of Colorado and by Energy and Man's Environment of Portland, Oregon

Energy Conservation: In the Home and On the Farm, developed by the Pennsylvania State University, College of Agriculture, Department of Agriculture Education, University Park, Pennsylvania in cooperation with Agricultural Education Section, Bureau of Vocational Education, Department of Education, Harrisburg, Pennsylvania and The Pennsylvania Farm Electrification Council - 1980.

Energy - Environmental, Mini-Unit Guide, a product of the NSTA (National Science Teachers Association) Materials Project, John M. Fowler, Director. This material is available from: U.S. Department of Energy, Technical Information Center, P.O. Box 62, Oak Ridge, Tennessee 37830.

Here Is Your Indiana Government, 18th Edition, August 1977. Published by: Indiana State Chamber of Commerce, One North Capitol, Indianapolis, Indiana 46204.

PLEASE TELL US WHAT YOU THINK ABOUT THE SENIOR HIGH SCHOOL ENERGY MATERIALS

Your position: (check)
_____teacher
_____dept. head
_____administrator
_____other

Your grade level: _____

Subject(s) taught: _____

If possible, please answer these questions after you have taught unit lesson(s) in your class and examined teacher's guide. If this is not possible, please answer based on your personal inspection of the unit materials.

1. What project materials are you evaluating? (Check all that apply)
   _____Unit I
   _____Unit II
   _____Unit III
   _____Unit IV
   _____Unit V
   _____Unit VI
   _____Unit VII
   _____Unit VIII
   _____Unit IX
   _____Teacher's Guide
2. What is the basis for this evaluation? (Check all that apply)
   _____(1) teaching 4 or more lessons
   _____(2) teaching 1 to 3 lessons
   _____(3) personal inspection
   _____(4) discussion with others who know materials
3. Have you shared these units with other educators? (Check one)
   _____(1) No
   _____(2) Yes, with 1-4 others
   _____(3) Yes, with 5-10 others
   _____(4) Yes, with more than 10

Circle the number from 1 (Definitely No) to 7 (Definitely Yes) which best reflects your answer.

	DEFINITELY NO			NEUTRAL			DEFINITELY YES
4. Are these materials easy to understand and use?	1	2	3	4	5	6	7
5. Do these materials fit with the curriculum of your district?	1	2	3	4	5	6	7
6. Are you likely to make use of these materials in the future?	1	2	3	4	5	6	7
7. Are these materials appropriate for the level of your students?	1	2	3	4	5	6	7
8. Are these materials interesting to your students?	1	2	3	4	5	6	7
9. Is the reading level appropriate?	1	2	3	4	5	6	7
10. Do you think these materials will reduce energy consumption?	1	2	3	4	5	6	7

What did you like best? _____

What did you like least? _____

Suggestions/Comments (Use the back as needed): _____

RETURN TO: Energy Education Curriculum Project, Division of Curriculum, Department of Public Instruction, Room 229, State House, Indianapolis, IN 46204.